

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Cynthia Ann Alexander

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Turner Elementary School

(As it should appear in the official records)

School Mailing Address 91 Matthews Way

(If address is P.O. Box, also include street address.)

City Turner State ME Zip Code+4 (9 digits total) 04282-3929

County Androscoggin County State School Code Number* 1694

Telephone 207-225-1050 Fax 207-225-4559

Web site/URL http://www.msad52.org E-mail cynthia.alexander@rsu52.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Dr. Henry Aliberti, Jr. E-mail: henry.aliberti@rsu52.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name RSU 52 Tel. 207-225-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Elizabeth Bullard, N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	40	43	83
5	32	33	65
6	29	23	52
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	101	99	200

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 21%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1	200
(5) Total transferred students in row (3) divided by total students in row (4)	0.210
(6) Amount in row (5) multiplied by 100	21

7. English Language Learners (ELL) in the school: 2 %
4 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 42 %
 Total number students who qualify: 84

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.
 N/A

9. Students receiving special education services: 18 %
35 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

At Turner Elementary School we believe that all students belong to all of us. Our philosophy ties us together and we never lose sight of the big picture: fostering student learning and growing a generation of informed citizens. It's our charge. So the physical education teacher helps out in a math class; a fourth grade teacher teams up with a parent for a lesson on weather; a sixth grade teacher learns the names of fourth graders and fist-bumps them as they file out for dismissal; the custodian writes and performs an original song to reinforce positive behaviors. Our successes are celebrated as a team and our failures mourned. This philosophy helps drive instructional decisions and creates a climate focused on student success. We are a community, connected by a common goal and all the students belong to all of us.

Turner is a town with a population just under 6,000, located adjacent to Lewiston and Auburn. Turner is historically, and continues to be, a farming community producing dairy products, eggs, apples, cranberries, organic meats and vegetables, some of which are distributed nationally. Our school overlooks the Nezinscot River, and the town green, public library, and gazebo are actually part of our school campus. Turner is home to Maine's newly created state park: Androscoggin Riverlands. Turner is predominantly Caucasian with a small number of African American, Asian, and Latino residents.

As a small town, Turner offers opportunities and challenges to Turner Elementary School. Some of our students have limited cultural opportunities as a result of economic disadvantage (42% of our students are eligible for free or reduced lunch and breakfast); many have never seen the ocean despite being only 50 miles away, and many households have limited technological access. All but three students ride the bus to school which can be a deterrent to after-school activities as parents must provide transportation. Increased mental health issues in the community are reflected in our student population. However, the small town community fosters a sense of belonging among students. Most families know and support one another. Parents show their generosity when our students participate in charity fundraisers such as Jump Rope for Hearts and Hoops for Hearts (both for the American Heart Association), and collect supplies for the Greater Androscoggin Humane Society.

The Maine State Department of Education recently implemented a report card grading system for all schools in the state. Our school was the only one in our district to achieve a grade of B. Turner Elementary was the first in Maine to earn a Silver Award from the USDA's Healthier U.S. Schools Challenge. The criteria involve serving a specific menu plan that includes a variety of fresh fruits and vegetables, whole grain rich products and legumes.

Three years ago, in an effort to increase student achievement and support our mission, we put a number of initiatives in place. Teachers meet weekly in Professional Learning Communities to dissect student data and plan instruction matched to student needs. All students in the building receive additional math instruction three days per week; the flexible groupings are based on need and revisited regularly. At the beginning of the school year, the Tier 2 RTI (Response to Instruction) team looks at universal screening data and plans academic and behavioral interventions for students who need more than Tier 1 supports. Every five weeks, the team meets to review progress. Our school has successfully implemented Tiers 1 and 2 of the Positive Behavioral Interventions and Supports model (PBIS).

Students have opportunities for enrichment outside of the regular curriculum. For the last three years, Children's Stage Adventures actors have immersed everyone in the art of performance, culminating with a musical performed for parents and community members. Idita-Read brings all students together in reading as they follow the Iditarod with personal reading. As another incentive to increase the volume of student reading, students participate in Books for Bikes, sponsored by a local community service organization. The Maine Library Association sponsors the Maine Student Book Awards program; many students participate in this year-long celebration of reading.

After school program offerings include Homework Club, Craft Club, Cross Country Skiing, and Running Club. Sixth grade students, with help from volunteer parents, meet after school to create our yearbook.

Turner Elementary students are inspired and empowered: they have taken the lead in proposing, organizing, and soliciting teacher supervision for after-school groups devoted to comic books and drawing.

We take great pride in our school, our staff, our students and families, and the community in which we come together to launch the future. Every step we take and every decision we make ripple outward. How challenging and exciting it is to participate in this valuable endeavor. We are prepared and eager; we are Turner Wildcats! We are one team with one score.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A: The standardized assessment used for Turner Elementary School is the New England Common Assessment Program which students take in October of each year. It assesses the learning of the previous year's instruction in reading and math. For a student to be proficient, they must score at or above a 40 on a scale from 00-80. Our goal at Turner Elementary School is parallel to the state standards. We strive for all students to be proficient. The first digit in the score represents the grade level for the testing year. There are four performance levels: Proficient with Distinction (PD), Proficient (P), Partially Proficient (PP), and Substantially Below Proficient (SBP). For each grade the cut scores for the achievement levels vary slightly however a score of 40 is always proficient.

Cut scores are as follows:

Grade 4 Reading - Teaching Year:

500-529 (SBP), 530-539 (PP), 540-555(P), 556-580 (PD)

Grade 5 Reading - Teaching Year:

600-628 (SBP), 629-639 (PP), 640-658 (P), 659-680 (PD)

Grade 6 Reading - Teaching Year:

700-728 (SBP), 729-739 (PP), 740-759 (P), 760-780 (PD)

Grade 4 Math - Teaching Year:

500-532 (SBP), 533-539 (PP), 540-553 (P), 554-580 (PD)

Grade 5 Math - Teaching Year:

600-632 (SBP), 633-639 (PP), 640-652 (P), 653-680 (PD)

Grade 6 Math - Teaching Year:

700-733 (SBP), 734-739 (PP), 740-751 (P), 752-780 (PD)

B: For the past three years in reading, Turner Elementary School's data on the NECAP assessment have been trending upward for the same cohorts of students. Since the 2010-2011 school year of learning, 7 of the 9 data points have shown an increase in the percentage of students scoring at the achievement levels of Proficient with Distinction and Proficient. For the same period of time, our math scores have shown 5 of the 9 data points with increases in Proficient with Distinction and Proficient.

The information below shows cohorts of student from 2011-2012 learning year to the 2012-2013 learning year. This shows the percentage of students who are in the Proficient with Distinction and Proficient achievement levels.

Gains made in reading :

70% → 73% from grade 3 to 4 learning

77% → 85% from grade 4 to 5 learning

Gains made in math

76% → 80% from grade 4 to 5 learning

72% → 75% from grade 5 to 6 learning

Same in reading

76% → 76% from grade 5 to 6 learning

Loss in math

65% → 64% from grade 3 to 4 learning

Three years ago, we established a pacing guide in math to ensure that all of our math units for each grade level are being taught. Another change we made at this time was to increase the number of minutes of direct instruction to provide ample time for all the essential lesson components. Differentiation time is also embedded into the pacing guide. Since this implementation, we have seen positive trends with our math scores overall with the exception of the 4th grade where there is an overall dip. In looking more closely at that data, the subgroup that largely impacted the overall percentage of proficient with distinction and proficient is the special education subgroup.

We have a structure to provide support to any teacher that may be having difficulty. Teachers are encouraged to observe one another and to engage in conversations about effective practices. Currently, we have consultants scheduled to work with the special education teachers and paraprofessionals to ensure they are effectively differentiating the program. This practice will be monitored and continue into the upcoming school year.

This year's achievement gap in our special education population is more than 10% when comparing all of the proficient with distinction and proficient students with this subgroup. To address this discrepancy we have already taken measures with math. Historically, our special education math students have been entirely pulled out of the classroom and taught using the math curriculum of a grade lower than their current grade. This was occurring at our sending school and the practice had continued when they arrived at Turner Elementary. We have discontinued this practice and beginning in the 2014-2015 school year, our incoming 4th grade special education students will continue to have math instruction at their current grade level. Additionally, we are currently in the planning phase of implementing a push-in model in both reading and math. This involves a reallocation of special education staff and significant changes in scheduling. We will be looking very closely at several data points including computer adaptive assessments, classroom assessments, and qualitative data to be sure each student's entry point back into the classroom is at just the right place for their cutting edge of learning. These measures will also help to close the achievement gap in math for the economically disadvantaged students.

2. Using Assessment Results:

Whether we are looking at assessment data in individual classrooms, at grade levels, or school-wide, Turner Elementary staff focus on what students learn both academically and behaviorally, how they learn, and what we do when they don't learn.

Turner Elementary's Tier 2 Response to Instruction/PBIS (Positive Behavioral Interventions and Supports) Team has created a structure for examining academic and behavioral data with best practices in mind. Team members include the principal, the guidance counselor, the interventionist, two special educators, and a classroom teacher. Meetings with classroom teachers are scheduled at five-week intervals throughout the year to discuss test results, concerns, and possible interventions. At the initial meeting, each teacher brings a universal screener (Student Risk Screening Scale) and several pieces of academic assessment information on every student. These include NWEA (Northwest Evaluation Association) assessment results in reading and math, district writing prompt scores, Teachers College Reading Assessment levels, and any other pertinent data. Based on analysis of data and discussions, the team creates individual learning plans for targeted students. For example, a student's plan might address attention-seeking behavior through a Tier 2 intervention called Check In, Check Out; a student with reading difficulty might be placed in a reading lab group for extra instruction. Five weeks later, we evaluate the success of the learning plan and decide whether to continue, modify, or discontinue it. Most of the interventions include specific communication with students' families via phone calls, face-to-face meetings, written reports, letters, or emails.

Teachers collaborate weekly in Professional Learning Communities (PLCs) to make sure classroom instruction is aligned with student needs. We use data from common assessments to see where additional practice, different instructional strategies or enrichments may be needed. This may include flexible groupings across classrooms. Teachers use an online tool for progress monitoring and creating alternative assessments. PLC groups drill down data from the New England Common Assessment Program (NECAP), analyze released items, look for trends and identify areas of need.

The Tier 1 PBIS Universal Team uses the School Wide Information System (SWIS) data to identify problem areas of behavior. Every month the team leaders report to the staff which locations in the school and times of day/week see the most behavior problems, as well as most prevalent types of behavior issues. Staff members reteach expectations several times per year as scheduled and individually as needed.

Instructional decisions based on data are communicated to families in various ways. The school Open House/Curriculum Night informs parents about the school-wide assessments used to determine reading levels and math achievement, and how they might impact student learning (for instance, self-selected books and math groupings). Parent/Teacher Conferences give parents a more specific view of student performance in the classroom. Teachers look at data gathered from oral and written tests and performance assessments in preparing reporting tools for parents.

3. Sharing Lessons Learned:

As professionals and lifelong learners, Turner Elementary staff members are constantly developing new skills to increase our educational expertise. This not only impacts our teaching; it makes us role models for our students. In the culture of our school, it is a given that we share our learning with each other and beyond through weekly PLCs, staff meetings and workshop days. We continuously push one another to outgrow our current thinking.

One of our fourth grade veteran teachers was selected to become a trainer for mathematics curriculum and assessment. She is qualified to train staff at school districts in the New England region, to assist teachers in applying new techniques and best practices. Within our own school and district, she has led workshop days and summer sessions. This same teacher presented a session on the Virtual Learning Community which is a web-based resource for mathematics. Teachers find her ongoing availability extremely helpful. Three of our staff members are presenting at an upcoming PBIS state conference. They will share what has worked for us and our students, school-wide celebration activities, and the strategies we employ to involve students' families.

Several staff members have attended sessions at The Teachers College Reading and Writing Project at Columbia University. Whether a day-long conference or a week-long institute, the teachers return with materials and information to support teachers' understanding of and comfort with the reading workshop model. When teachers visit other schools in the state to observe examples of up-to-date best practices, they share new learnings and resources with colleagues at staff meetings and in small groups.

One of our special educators attended a conference on Standards Based IEPs based on the Common Core State Standards. Another teacher is part of a district team which has ongoing meetings with the State Department of Education working on envisioning Least Restrictive Environment. As a result of the knowledge brought back and shared, our school is taking steps to implement more inclusion or push-in special education services.

Our licensed clinical social worker shares information regarding social behaviors, and she models strategies in classrooms throughout the district. She taught us a collaborative problem solving process and presented a behavior flowchart which guides teachers when faced with behavior problems. Teachers in turn use the language with parents to expand understanding.

4. Engaging Families and Community:

Parents, families and community members are welcome at our school, and we plan and schedule activities to encourage their involvement. Parents who are involved in the school community send a message to their children that school is important. A recent report from the Southwest Educational Laboratory found that, regardless of socioeconomic status, students with involved parents are more likely to: score higher on tests, attend school regularly, have better social skills and improved behavior, and go on to higher levels of education. Our team extends beyond the school doors--student success depends on the efforts of all the stakeholders.

For the past three years, Turner Elementary has presented a Math Night for students and their families. Teachers facilitate differentiated math games that are used as part of the daily instruction. Consequently, we have seen an increase in our math scores. For example, the percentage of our fifth-grade students scoring proficient or above on statewide testing has increased from 64 to 80 percent. Math night helps parents understand the math games which in turn helps them reinforce skills at home.

At PBIS Family Night, teachers inform families about behavior initiatives at our school while a local band provides the music. A bus driver talks to parents about our Bus Bucks program; other stations explain Check-In/Check-Out and the PAWS reward tickets which acknowledge positive student behavior. The reduction of problem behaviors enhances the learning environment and directly impacts the quality of student achievement.

In the spring, Turner Elementary holds its annual Arts and Music Show. The art teacher decorates the walls and shelves of our school with drawings, paintings, sculptures and graphic designs produced by students throughout the year. Each piece is titled and identified by the student-artist's name and grade level, and the specific connection to Maine art standards. Music is performed by instrumental students in our centrally-located library. Fourth graders display their assessment pieces from an integrated Maine studies and electricity unit: replicas of Maine lighthouses which glow with electric light from circuits they built themselves.

The annual Family Pancake Breakfast brings the community together in a relaxed atmosphere for an opportunity to meet before school. Staff members serve as greeters and servers while students and their families eat and socialize. The breakfast showcases our award-winning school breakfast and lunch program and contributes to our positive school climate while bringing students, families, and teachers together as partners in education.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Turner Elementary School, as a part of Regional School Unit 52, strives to align our curricula with the Common Core State Standards. Teachers and administrators continually look to standards when assessing student success and judging how our students perform compared to other schools/district/state averages.

Three years ago we adopted a Common Core-aligned math program with embedded differentiation to address needs of all learners from the struggling student to the competent. The Assessment Differentiation System (ADS) is an online component which provides teachers with an abundance of resources to laser in on specific skill deficits and reteach them. The math curriculum spirals, revisiting concepts many times. District pacing guides and supervision ensure that the program is taught with fidelity.

We use a workshop model for both reading and writing. Lessons follow a predictable structure during each one-hour block. A mini-lesson of 10 to 15 minutes is followed by independent reading or writing with teacher conferring for 40 to 45 minutes, and a 5-minute sharing time concludes the learning.

We are in a transition phase in science, moving toward the Next Generation Science Standards. Currently our science curriculum is aligned with the Maine State Learning Results. In our school, students explore earth science, life science and physical science at each grade level within the organizing framework of systems, models, constancy and change, and scale.

Social studies units are structured around the following enduring themes: history, geography, civics and government, economics, application of social studies processes, knowledge and skills. The curriculum aligns with the Maine State Learning Results.

Additionally, students receive instruction in music, art, library, physical education and technology. Our guidance counselor provides weekly lessons around such topics as healthy choices, peer pressure and alcohol and substance awareness. The art and music programs are aligned to the Performing and Visual Arts standards in the Maine Learning Results. Physical Education classes are designed to help students meet Health Education and Physical Education state standards. The Common Core and ISTE provide standards for technology instruction.

Turner Elementary Staff is dedicated to making our students reach and exceed the standards. Our work over the past few years has ensured our curriculum is aligned and our teaching is focused. We are responsible for preparing a generation of productive, responsible citizens and are equipped to do so.

2. Reading/English:

In the past three years our school has made a shift in reading instruction from whole-class text study to a more authentic workshop model. We want our students to lead rich reading lives and to become lifelong readers. Research shows that the more time students spend on actual reading (at their appropriate level), the better readers they become. Our reading curriculum is dedicated to providing quality direct instruction of strategies, ample time to practice, specific feedback, and assessments that inform future instruction.

Reading instruction takes the form of Reading Workshop. This structure offers predictability and active student engagement, and is appropriate for readers at all levels of proficiency. Reading Workshop begins with students gathered in a learning community area for the mini-lesson. The teacher connects the day's teaching point to prior learning, teaches the concept via demonstration or guided inquiry or examples, allows for student practice, and sends the students off for independent reading with a link to the lesson. A mini-lesson on character traits might showcase a few examples from a read-aloud text; instruction is the same for all students while practice is at their "just right" reading level as determined by prior assessment. During independent reading time, the teacher confers with individual students giving them specific feedback and pushing them to deepen their thinking. A few students with similar needs might be pulled together for a

guided reading or strategy lesson. Midway through independent reading, the teacher interrupts the readers for a further teaching point. Reading Workshop concludes with a time for sharing among either partners or whole group.

Teachers assess student reading on a regular basis, using a variety of tools. Students' levels of fluency, decoding and comprehension are measured in order to determine independent reading levels and to plan instruction. Teachers have created classroom libraries of leveled books and also encourage students to develop strategies for choosing appropriate books on their own. When a student is not meeting reading standards, measures are in place to address the deficiency. A reading lab is staffed by an interventionist and two paraprofessionals who meet with small groups for extra instruction outside of the regular reading time. Classrooms buddy up for partner reading, and we even have visits from a therapy dog who sits with and comforts struggling readers. Students whose reading exceeds benchmark standards have their needs met through small group work with advanced texts and higher level skills.

3. Mathematics:

Even though we have had our math curriculum in place for a number of years, our delivery of instruction has undergone a transformation. Three years ago, teachers had extensive professional development which supported them in teaching all parts of the curriculum (fidelity) while completing a year's worth of lessons (pacing).

Math strands align with the Common Core State Standards, and span all grade levels. The curriculum spirals so that skills are revisited and practiced many times, ensuring that students develop conceptual understanding while mastering basic skills. Curriculum domains are: Number and Numeration, Data and Chance, Geometry, Measurement, Computation and Operations, Patterns/Functions/Algebra.

The math block is 70 minutes daily, and follows a predictable structure. A typical lesson begins with students involved in mental math activities and a springboard for the day's learning, followed by whole-group instruction, partner work, and independent practice. Student learning proceeds, in many cases, from concrete to abstract. For example, when learning about fractions, students would have experiences with pattern blocks to develop the understanding of fractions as parts of a whole before attempting pencil and paper algorithms. TI-15 calculators which allow learners to engage in self-directed problem solving are available and used by all students. Teachers use interactive technology daily in presenting the math lesson; problems and practice are projected onto a whiteboard. Students have access to online components of the math lessons in the form of homework support, reference book and games for skills practice. Each lesson offers options for differentiation, and there are multiple opportunities for formative assessment throughout the lesson. Summative assessments include unit tests, and beginning, middle, and end-of-year tests which provide teachers with data to plan interventions and further instruction.

Embedded in our daily practice are structures for meeting the needs of our over and underperforming students. For example, every lesson contains options for enrichment and for reteaching, depending on student needs. Besides resource room instruction for special education students, all students participate in extra math periods three days per week. These Response to Instruction (RTI) groups are taught by all staff members. Students are grouped and regrouped as needed; quick common assessments track progress and provide for flexibility. Teachers meet weekly in PLC (Professional Learning Community) groups to review data and identify skills to be addressed in the future.

4. Additional Curriculum Area:

Given the strong emphasis on reading, writing and math in our school, time constraints have forced us to be creative in providing time for science and social studies. To this end, teachers have found many ways to integrate curriculum when teaching these content areas. We want each student to be an active learner who applies critical thinking skills across the curriculum, and our social studies curriculum showcases our endeavors and success.

Social studies units are organized around enduring themes as outlined in the Maine Learning Results: history, geography, civics and government, economics, application of social studies processes, knowledge and skills. These strands weave throughout the units and allow for cross-curricular connection.

Grade four focuses on Maine Studies which exemplifies how teachers weave the strands throughout a unit integrating curriculum areas. Fourth grade students study Maine history and geography throughout the year. They read about famous Mainers and do a small research project. *Lost on a Mountain in Maine* is a first-person account of Donn Fendler's nine-day childhood adventure on Mount Katahdin. All students read the book and write letters to Donn, who meticulously answers every one; he is 88 now and still occasionally visits the school personally. Students play a game to learn geographical features and sing a song to help them memorize the counties. A writing activity prompts students to take the perspective of a colonial child and compare their present-day lives to those of children in the 1700s. In the computer lab, students visit the Maine Secretary of State Kids' Page website to investigate state symbols and government; they complete an e-scavenger hunt. The writing assessment "Go Wild" integrates reading, writing, science, library skills and art to create a Maine animal report. Classes visit the Maine State Museum, State House, and Governor's Mansion. To study lighthouses, students take a virtual tour of Maine lighthouses and choose one to build in model size. They then integrate their learning from the electricity science unit by creating a circuit to actually light them up. This serves as a performance assessment for both science and social studies. Parents are invited for an evening celebration and official lighting ceremony, which coincides with our school's annual Art and Music Show. The music teacher introduces the students to Maine folk songs, while the art teacher teaches them to weave as the local Native Americans do.

5. Instructional Methods:

Learning happens differently for all students; therefore, we rely on a variety of instructional methods to reach the various learners in our classrooms. Motivation and prior knowledge can be unpredictable, so we provide access to the curriculum through many means. We want students to be active learners who reflect on their education.

The workshop model, used throughout the curriculum, provides for differentiation in learning through individual scaffolding, conferring, small group instruction, and partner work. Students are made aware of the learning target and purpose for each lesson and in many cases are given rubrics or exemplars to guide and then assess their learning.

Teachers encourage active participation and role playing with hands-ons experiences. As a culminating example, after studying colonial life, students spend their day simulating a day in the life of a colonist. Another simulation example is "Dream City" where students create an economic community with businesses, government, banks, marketing, and sales. Students must create a product or service and compete in the market place.

Staff members utilize technology to improve student achievement. Each teacher has access to a document camera and projector for presenting instruction. Laptop computers connect to the projector for viewing video lessons and animations. For example, math algorithms are demonstrated step-by-step in a short interactive video clip. Document cameras display text or real-time teacher writing for the whole class to examine.

Teachers provide students with opportunities to use technology both in and out of the classroom. Our school computer lab accommodates whole classroom groups for integrated instruction. One class might make a slideshow to showcase the results of their animal research, while another reads and listens to texts at their instructional reading levels to build fluency and comprehension. Students visit math websites on which practice is tailored to their individual needs. Aside from the computer lab, each classroom has two computers for student use, and the library has classroom sets of laptops which may be signed out.

Differentiation is integrated in our instructional methods. Math lessons incorporate extended practice for struggling students, alternate modalities for English language learners, and opportunities for more advanced

students to apply their skills through projects. Reading and writing instruction provide each student a structure for moving forward to the next level, with teacher expertise guiding individual goal-setting and strategies for advancement.

Instructional strategies are our tool kits for supporting every learner (wherever they begin) and helping them achieve success.

6. Professional Development:

Our district is dedicated to providing extensive professional development to support teachers in delivering quality instruction. The calendar provides five in-service days per year; additionally we have five half-days of early release time. Turner Elementary School teachers are contractually required to earn 14 hours per year of professional development outside the regular school calendar, and educational technicians also take advantage of the many professional development opportunities available.

The district Professional Development Committee meets regularly and ensures that activities align with building and district goals. The committee issues a yearly slate of choices from which teachers may select; these options include group sessions, independent professional readings, and travel research. Staff members regularly share their professional learning with each other at staff meetings and PLCs. Book titles and group sessions address such topics as technology, assessment, literacy, classroom management and differentiated instruction.

During the school year, the professional development is not only aligned with district goals, but is in response to solicited teacher feedback and the Common Core. Literacy and math consultants deliver training related to best practices and are tailored to the specific needs we discern as we launch new programs. As a result, our state scores have increased in both math and reading in response to improved instruction. For instance, teachers observe model lessons on essay writing and are able to translate that knowledge into instructional practice. Students are now producing high-quality essays with a supported thesis.

We've been challenged with an increase of mental health needs in our school. Teachers learn Therapeutic Crisis Intervention language and techniques to increase their repertoire of skills in dealing with student behaviors. The instructor models lessons about expected behaviors in classrooms and throughout the school; she also provides advice for teachers on self-checking and avoiding power struggles. PBIS training continues; the Universal Team meets monthly with an outside consultant. Staff now have a better grasp of the merits of acknowledging positive student behavior and continue to note a decrease in the number of office and bus referrals.

Teachers take advantage of professional development outside of our own school. We visit other districts to observe and debrief with teachers whose literacy practices serve as models for our own. All staff have the opportunity to travel to The Teachers College Reading and Writing Project at Columbia University.

7. School Leadership

Our approach to leadership comes from a belief that all decisions should be made in the best interest of the children. We want them to be successful not only at school but in life. Children are at the heart of what we do. Our philosophy and decisions rise out of what is best for them.

The success we achieve as a school derives from a leader who holds herself and her staff to rigorous standards while making sure everyone has a voice. She believes in building teams to take part in making sustainable decisions. She leads by example, holds the staff accountable and follows through on expectations. This shared leadership empowers the staff and helps solidify that we all are working toward a common goal-increased student learning. One team, one score.

Three years ago the Building Leadership Team took a more significant role in shaping the school's goals.

The principal is a member of the team, and six other staff members are a cross-section of the school. Each summer the members examine data from a variety of sources and create goals which align with or exceed those created by the district and are focused on student success. The team writes action steps with specific means to measure progress, and revisit the goals throughout the year.

Shared leadership is evident in the school's PBIS Tier 1 Universal Team. Two teachers serve as Team Leaders and the other members represent a cross-section of the school community including students and a parent. The Universal Team looks at behavioral data on a regular basis and recommends further instruction or supports for students. Our Response to Instruction Tier 2/Tier 3 team directly links leadership and student learning. The team meets every five weeks to examine and use academic and behavioral data to plan interventions. For example, a student might be given extra instruction to support a learning need or be placed in a social learning group to develop interpersonal skills.

Teachers meet weekly in grade level PLC teams to focus on smaller populations of students. They use up-to-the-minute data and common classroom assessments to plan Tier 1 interventions for all students.

The common thread throughout our leadership groups is our focus on students. All staff members are invested in the success of all students and use shared leadership to maintain the "One team, one score" philosophy.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New England Common Assessment Program

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient Plus Proficient with Distinction	64	76	72	61	67
% Proficient	42	52	54	37	52
Number of students tested	67	54	74	63	61
Percent of total students tested	100	100	99	97	100
Number of students tested with alternative assessment	0	0	1	2	0
% of students tested with alternative assessment	0	0	1	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient Plus Proficient with Distinction	48	60	66	58	62
% Proficient	26	50	57	50	41
Number of students tested	23	20	35	24	29
2. Students receiving Special Education					
% Proficient Plus Proficient with Distinction	24	20	33	30	40
% Proficient	18	20	33	30	40
Number of students tested	17	10	18	20	10
3. English Language Learner Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
5. African- American Students					
% Proficient Plus Proficient with Distinction					
% Proficient					

Number of students tested					
6. Asian Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
9. White Students					
% Proficient Plus Proficient with Distinction	68	81	72	61	68
% Proficient	43	54	53	37	53
Number of students tested	61	48	68	62	59
10. Two or More Races identified Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
11. Other 1: Other 1					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
12. Other 2: Other 2					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
13. Other 3: Other 3					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					

NOTES: For the 2009-2010 year for 4th grade in math, two students made up the 3% of students who took the alternative assessment. IEP teams determine when a student with significant cognitive disabilities need an alternative assessment to show what they know. These students cannot take the standardized assessment even with accommodations.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New England Common Assessment Program

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient Plus Proficient with Distinction	80	72	64	73	70
% Proficient	55	53	41	55	45
Number of students tested	51	74	64	65	73
Percent of total students tested	100	99	97	100	100
Number of students tested with alternative assessment	0	1	2	0	0
% of students tested with alternative assessment	0	1	3	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient Plus Proficient with Distinction	67	65	57	68	42
% Proficient	56	51	42	52	27
Number of students tested	18	35	26	31	26
2. Students receiving Special Education					
% Proficient Plus Proficient with Distinction			47	36	8
% Proficient			47	36	8
Number of students tested			19	11	13
3. English Language Learner Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
5. African- American Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
6. Asian Students					

% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
9. White Students					
% Proficient Plus Proficient with Distinction	80	74	65	74	72
% Proficient	52	53	41	55	46
Number of students tested	46	66	63	62	69
10. Two or More Races identified Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
11. Other 1: Other 1					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
12. Other 2: Other 2					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
13. Other 3: Other 3					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					

NOTES: For the 2010-2011 year for 5th grade in math, two students made up the 3% of students who took the alternative assessment. IEP teams determine when a student with significant cognitive disabilities need an alternative assessment to show what they know. These students cannot take the standardized assessment even with accommodations.

For the 2012-2013 and 2011-2012 years, the students receiving special education services are a non-qualifying group.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New England Common Assessment Program

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient Plus Proficient with Distinction	75	76	62	66	73
% Proficient	45	45	42	50	42
Number of students tested	73	62	64	74	78
Percent of total students tested	100	98	100	99	99
Number of students tested with alternative assessment	0	1	0	1	1
% of students tested with alternative assessment	0	2	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient Plus Proficient with Distinction	64	72	59	43	55
% Proficient	40	56	44	35	39
Number of students tested	25	25	27	26	31
2. Students receiving Special Education					
% Proficient Plus Proficient with Distinction	25	40		17	18
% Proficient	25	40		17	12
Number of students tested	16	10		12	17
3. English Language Learner Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
5. African- American Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
6. Asian Students					

% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
9. White Students					
% Proficient Plus Proficient with Distinction	76	77	63	68	74
% Proficient	43	46	42	51	42
Number of students tested	67	61	62	69	76
10. Two or More Races identified Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
11. Other 1: Other 1					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
12. Other 2: Other 2					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
13. Other 3: Other 3					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					

NOTES: For the 2010-2011 year, the students receiving special education services are a non-qualifying group.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New England Common Assessment Program

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient Plus Proficient with Distinction	73	77	69	83	84
% Proficient	63	57	55	60	66
Number of students tested	67	54	73	62	61
Percent of total students tested	100	100	99	97	98
Number of students tested with alternative assessment	0	0	1	2	1
% of students tested with alternative assessment	0	0	1	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient Plus Proficient with Distinction	69	65	62	79	87
% Proficient	52	50	47	70	66
Number of students tested	23	20	34	23	29
2. Students receiving Special Education					
% Proficient Plus Proficient with Distinction	47	30	35	58	60
% Proficient	47	30	35	58	60
Number of students tested	17	10	17	19	10
3. English Language Learner Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
5. African- American Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
6. Asian Students					

% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
9. White Students					
% Proficient Plus Proficient with Distinction	73	81	69	82	85
% Proficient	62	60	57	59	66
Number of students tested	61	48	68	61	59
10. Two or More Races identified Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
11. Other 1: Other 1					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
12. Other 2: Other 2					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
13. Other 3: Other 3					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					

NOTES: For the 2009-2010 year for 4th grade in reading, two students made up the 3% of students who took the alternative assessment. IEP teams determine when a student with significant cognitive disabilities need an alternative assessment to show what they know. These students cannot take the standardized assessment even with accommodations.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New England Common Assessment Program

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient Plus Proficient with Distinction	85	76	78	74	78
% Proficient	65	64	55	62	64
Number of students tested	51	74	64	65	73
Percent of total students tested	98	99	97	100	100
Number of students tested with alternative assessment	1	1	2	0	0
% of students tested with alternative assessment	1	1	3	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient Plus Proficient with Distinction	78	66	77	81	61
% Proficient	61	60	58	71	46
Number of students tested	18	35	26	31	26
2. Students receiving Special Education					
% Proficient Plus Proficient with Distinction		24	47	45	38
% Proficient		24	42	45	38
Number of students tested		17	19	11	13
3. English Language Learner Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
5. African- American Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
6. Asian Students					

% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
9. White Students					
% Proficient Plus Proficient with Distinction	85	76	80	76	76
% Proficient	63	64	56	65	62
Number of students tested	46	66	63	62	69
10. Two or More Races identified Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
11. Other 1: Other 1					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
12. Other 2: Other 2					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
13. Other 3: Other 3					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					

NOTES: For the 2010-2011 year for 5th grade in reading, two students made up the 3% of students who took the alternative assessment. IEP teams determine when a student with significant cognitive disabilities need an alternative assessment to show what they know. These students cannot take the standardized assessment even with accommodations.

For the 2012-2013 year, the students receiving special education services are a non-qualifying group.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New England Common Assessment Program

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient Plus Proficient with Distinction	76	88	81	68	82
% Proficient	68	65	72	59	78
Number of students tested	73	62	64	74	78
Percent of total students tested	100	98	100	99	99
Number of students tested with alternative assessment	0	1	0	1	1
% of students tested with alternative assessment	0	2	0	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient Plus Proficient with Distinction	68	76	85	50	74
% Proficient	60	68	85	50	71
Number of students tested	25	25	27	26	31
2. Students receiving Special Education					
% Proficient Plus Proficient with Distinction	44	70			47
% Proficient	44	70			47
Number of students tested	16	10			17
3. English Language Learner Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
5. African- American Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
6. Asian Students					

% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
9. White Students					
% Proficient Plus Proficient with Distinction	78	87	81	69	82
% Proficient	69	64	71	59	78
Number of students tested	67	61	62	69	76
10. Two or More Races identified Students					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
11. Other 1: Other 1					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
12. Other 2: Other 2					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					
13. Other 3: Other 3					
% Proficient Plus Proficient with Distinction					
% Proficient					
Number of students tested					

NOTES: For the 2010-2011 and 2009-2010 years, the students receiving special education services are a non-qualifying group.